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EVALUATION OF THE EOA BASIC EDUCATION PROGRAM, 1965-66.

OAKLAND UNIFIED SCHOOL DISTRICT, CALIF.

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CLASSES IN BASIC EDUCATION AND ENGLISH FOR FOREIGN-SPEAKING PERSONS, FUNDED BY THE ECONOMIC OPPORTUNITY ACT (EOA), WERE BEGUN IN JANUARY 1965 IN ADULT DAY SCHOOLS IN OAKLAND, CALIFORNIA, FOR MEN AND AFDA MOTHERS, WHO TESTED AT LESS THAN 8TH-GRADE LEVEL. WELFARE PAYMENTS WERE CONTINUED AND CASH REIMBURSEMENTS AND CHILD CARE PROVIDED FOR MOTHERS. REMEDIAL PRE-VOCATIONAL CLASSES IN PRE-NURSING, PRE-HOUSEKEEPING, PRE-CLERICAL, OR PRE-TECHNICAL AREAS WERE PROVIDED. STUDENT ACHIEVEMENT WAS TESTED WITH THE STANFORD ACHIEVEMENT TEST (SAT), THE RESULTS SIMULATING THIRD TO FIFTH-GRADE LEVEL. THESE TESTS MAY HAVE PROVIDED AN INADEQUATE INDICATION OF STUDENT GROWTH, IN THAT THEY ARE TESTS FOR ELEMENTARY CHILDREN, THEY WERE ADMINISTERED AT DIFFERENT TIMES DURING THE COURSE, AND THERE WERE CONSIDERABLE AGE DIFFERENCES AMONG THE PERSONS TESTED. TEACHERS OF ADULT BASIC EDUCATION INDICATED THAT ABOUT HALF OF THE STUDENTS MADE GOOD TO EXCELLENT PROGRESS, MORE IN MOTIVATION AND SELF-CONFIDENCE THAN IN SKILLS. IN THE ENGLISH FOR FOREIGN-SPEAKING CLASSES, 50 TO 80 PERCENT OF THE WORK SHOWED GOOD TO EXCELLENT PROGRESS ESPECIALLY IN THE SKILL AREA. STUDENTS RATED AS MOST IMPORTANT IMPROVEMENT IN READING, AMOUNT OF LEARNING, HELPING THEIR FAMILIES, AND PLANNING BUDGETS. APPENDIXES INCLUDE THE TEACHER RATING SCALE, STUDENT RATING SCALE, QUESTIONNAIRE, SIX TABLES, AND STUDENT BIOGRAPHIES. (SM)

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RESEARCH REPORT

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OAKLAND PUBLIC SCHOOLS

MCMLXV

Report Number 11

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Prepared by

Oakland Public Schools Research Department

in Cooperation with

Department of Adult Education

FOREWORD

In the year preceding the EOA Basic Education Program, the Employment Rehabilitation section of the Alameda County Welfare Department, the Adult Education Department of the Oakland Public Schools, and the Oakland Public Schools Child Care Centers were cooperatively planning for mothers under the Aid to Families with Dependent Children to attend classes in adult education. The classes were intended to supply instruction that would help adults, whose measured academic achievement was less than 8th grade, to bridge the gap between the home and the work-world. After pre-testing and counseling, the Welfare Department interested AFDC men and women in attending remedial pre-vocational classes in one of four areas: pre-nursing, pre-housekeeping, pre-clerical, or pre-technical. Welfare payments and reimbursements for expenses were made to mothers while in attendance. The Child Care Centers made space available to provide child care and extended day care for children of mothers enrolled.

The Alameda County Welfare Department made arrangements with Laney Campus and Merritt Hospital to provide subsequent on-the-job training for women, who had completed pre-vocational classes at the Adult Day School, to gain skills required for hospital housekeeping and dietary aides. Plans were made to place some women in the Community Work and Training Program. Provision to help students qualify for the MDTA classes was also made. The California State Employment Service also aided in the provision of placement for AFDC mothers.

When the EOA program was set up, some of the adults who had not completed the pre-vocational classes continued their studies in the new program. The Alameda County Welfare Department continued its program of counseling and placement for its AFDC mothers.

INTRODUCTION

Title II, Section B of the Economic Opportunity Act, P.L. 88-452, provided for the instruction of adults whose deficiencies in reading and writing the English language created difficulties in the acquisition and maintenance of employment commensurate with their level of ability. Although Oakland Public Schools have provided classes in Basic Education for many years, an extended adult program of services supported by the E.O.A. funds was established and located at the Adult Day School.

The Adult Basic Education Cooperative Proposal described the program as "concerned with a broad range of Basic Education aimed at the total individual. It is concerned not only with the fundamentals of reading, writing and arithmetic, but with student self-knowledge, involvement and motivation, parent education, homemaking, job preparation, pre-vocational and vocational training and functioning as a student, worker, parent, and contributing member of the community."

The Adult Basic Education Cooperative Proposal made provision for classes in Basic Education and classes in English for foreign speaking adults. For the purposes of this report, the term, Basic Education, referred to classes intended to instruct adults who demonstrated functional illiteracy, but who were not handicapped by a foreign language. English for Foreign Speaking Classes were intended for students whose native educational backgrounds vary, but who were handicapped by their lack of English.

PROGRAM

Dates of Instruction

The Basic Education Classes and the English for Foreign Speaking Classes, specifically funded by E.O.A., began in January 1965. Dates of instruction were scheduled for two quarters, January 15, 1965 to March 19, 1965, and March 22, 1965 to June 11, 1965. Summer Session classes began on June 21, 1965, and ended on July 30, 1965. Classes were held in the fall, September 7, 1965 to January 28, 1966, and in the spring, January 31, 1966 to June 10, 1966.

Class Hours

Students in Basic Education attended classes for four hours five days a week. Two hours were allotted to instruction in reading and writing and the remaining two hours to arithmetic. Students in the English for Foreign Speaking Class attended two hours and some remained for an hour or two of additional study in the next English for Foreign Speaking Class.

A few students had enrolled in one 2-hour class of Basic Education to learn either reading and writing or arithmetic skills, while at the same time attended high school classes in areas of greater competence. Some foreign speaking students had attended Basic Education Classes in addition to their English Class. They wanted to learn not only English, but also other fundamental skills.

Description of Students

The enrollment policy for the program was quite flexible. Students were allowed to enroll whenever they appeared at the Adult Day School. Late

enrollments frequently occured in the two months following the beginning of instruction. Instruction began in September. There were 30 new students in October and 37 new students in November. Instruction began again in January. There were 38 new students in February and 38 new students in March.

During the same period of time students were leaving the program. Fifty-nine students left in October; 33 students left in November. In February and in March there were 30 and 25 students, respectively, who left the program.

From July 1, 1965 to April 1966, 638 students had been enrolled for some period of time in the program. Some students had been encouraged to attend by the Employment Rehabilitation Section of the Alameda County Welfare Department. Others had become aware of the program through diverse means of community communications, e.g., friends, relatives, bulletins, newspaper announcements, etc..

Classification of Students

The adviser interviewed the students on arrival. On the basis of a brief history of educational background and judgements based on the ability of the student to communicate, the adviser assigned the student to the Introductory or the Elementary Stage of Basic Education.

The Introductory Stage simulated elementary grades 1, 2, and 3 and the Elementary Stage simulated grades 4, 5, and 6. Whenever enrollment was sufficient, Introductory and Elementary Stages were placed in separate classrooms. However, some classrooms contained both Introductory and Elementary Stages.

Foreign speaking adults were similarly assigned to beginning and advanced classes in English. Ability to communicate with the adviser served as the criterion for placement.

There were four teachers involved in the program. Two teachers for Basic Education Classes and two teachers for English for Foreign Speaking Classes. Provision for adjustment in assignment was made through conferences with the teacher, student, and adviser.

EVALUATION PROCEDURES

Stanford Achievement Test

The Stanford Achievement Test (S.A.T.) Primary and Intermediate Batteries were administered to classes in Basic Education. The S.A.T. was not administered to English for Foreign Speaking Classes, because the interpretation of the scores would be confused by the negligible abilities of the students to understand the directions of the test and to read the test items. Table I presents the groups in Basic Education and designates the Battery and Form of the S.A.T. and the date of testing.

The Primary II Battery of the S.A.T. was designed to measure achievement from the middle of grade 2 to the end of grade 3. The subtests measured knowledge, skills, and understandings in the following areas: Word Meaning, Paragraph Meaning, Spelling, Word Study Skills, Language, Arithmetic Computation, Arithmetic Concepts, and Science and Social Studies Concepts.

The Intermediate II Partial Battery of the S.A.T. was designed to measure achievement from the middle of grade 5 to the end of grade 6. The Intermediate II Partial Battery measures achievement in the following subtests: Word Meaning, Paragraph Meaning, Spelling, Language, Arithmetic Computation, Arithmetic Concepts, and Arithmetic Applications.

TABLE I

Groups in Basic Education, Battery and Form of the Stanford Achievement Test and Date of Administration

GROUP	DATES OF INSTRUCTION	STANFORD ACHIEVEMENT TEST		DATE TESTED
		Battery	Form	
I	January 15, 1965 - March 19, 1965	Intermediate II Partial Battery	W	2/9 - 17/65
II-A	March 22, 1965 - June 11, 1965	Primary II Battery	W	3/23/65
		Intermediate II Partial Battery	W	3/29 - 30/65
II-B		Primary II Battery	X	6/1/65
		Intermediate II Partial Battery	X	6/1/65
III	June 21, 1965 - July 30, 1965	Intermediate II Partial Battery	X	6/24/65
IV	September 7, 1965 - January 28, 1966	Intermediate II Partial Battery	W	8/24/65
		Intermediate II Partial Battery	W	10/19 - 22/65
V	January 31, 1966 - June 10, 1966	Intermediate II Partial Battery	W	5/19/66

Teacher Rating Scale

Teachers rated students' progress in learning reading, writing, arithmetic, and social science skills in Basic Education Classes. Teachers of English for Foreign Speaking Classes rated their students' progress in learning to understand and communicate in English.

Both sets of teachers rated students' progress in developing motivation, and confidence and positive self-evaluation to assist them in vocational independence. All teachers estimated from class observations the degree to which

students had acquired skills that are necessary in applying for employment. Because of the variety of purposes and goals in attending classes, the variations of educational backgrounds (particularly in the English for Foreign Speaking Classes) and the irregularities of enrollment, some categories were of necessity marked insufficient information. Teacher Rating Scales are presented in Appendices A and B.

The teachers were requested to rate all students who had been in attendance for more than 30 hours at anytime from January 1966 to June 1966. Several of the students who had attended class regularly left late in the semester for employment. Some had accepted the opportunity for permanent employment and others had taken jobs in seasonal employment. Many of the students in the latter group planned to return. Therefore, the number of students that the teacher rated is greater than the number of students present at the end of the semester.

Student Rating Scales

Rating scales were administered to students in June 1966. The students were requested to consider their reasons for taking the class and the goals they had anticipated. With these considerations in mind, they were asked to rate the degree to which each subject area had helped them satisfy their goals.

The students rated the degree of difficulty that each subject area presented. There were five levels of difficulty from too easy to too difficult. These student rating scales will be presented in Appendices C-1 and D-1.

Students were requested to estimate how much change they would attribute to their work in class. A scale of four degrees of change from no improvement to a great deal and much improvement was devised. Students responded to items measuring amount of learning and enjoyment in reading. They estimated growth in their ability to perform on tests, to complete applications for employment, and to obtain employment. They indicated the degree of improvement in planning budgets and helping their families. These items are presented in Appendices C-2 and D-2.

Follow-up Questionnaires

Questionnaires were sent to 400 students who had been enrolled in Summer Session 1965, from September 1965 to January 1966, and those who had dropped from the classes during January to May 1966 session. Former students were asked to rate the degree of helpfulness of the program as a whole. They were given the opportunity to identify the specific subjects that were most helpful and, finally, to indicate whether they had found employment or were furthering their education. The follow-up questionnaires are presented in Appendices E-1 and E-2.

Biography of Class Work

Students wrote a biography of their experiences in class. They discussed why they took the class and what they thought of their work, The students were asked to criticize their class work and state how they believe future classes could be improved. They were also encouraged to state what their school work meant to them.

Anecdotal Descriptions of Selected Students

The teachers and adviser described a selected sample of students who had

participated in the program. From their personal contacts with the students they described their knowledge of the student's background data, ambitions and personal reactions to the program.

RESULTS

Stanford Achievement Test

S.A.T. Test scores were reported in grade equivalents. The first digit indicates grade level and the second digit indicates tenths of a school year. Median and quartile grade equivalents were computed.

The data presented in Table I indicate Intermediate II Partial Batteries Form W were administered to Groups I, II-A, and IV at the beginning of classes in Basic Education. The test scores from these groups were combined. The remaining group test data are reported separately, because they differed in test battery, test form, and the date of administration in relation to the beginning and termination of Basic Education Classes which also varied in dates of instruction. Tables of these data are presented in Appendix F.

The reader is cautioned not to interpret test data as pre-and post-measures. The tests were administered at the beginning and termination of separate semesters and quarters and do not represent two measures of the same population. Furthermore, the interpretation of the test data must be based on an understanding of the situation in which the tests were administered. It may not be assumed that the students at the time they were tested had had an equal exposure to Basic Education. Students who had previously taken a class in Basic Education and were tested at the beginning of a second class in Basic Education were not similar to those students who had taken no previous Basic Education Class. Students, who had enrolled late in the quarter, summer session, or semesters of Basic Education, were tested at the termination of the class. Their scores would tend to lower group medians, because they had insufficient time to make gains.

Intermediate II Partial Battery:

The median and quartile grade equivalents are descriptive of the grade levels of achievement of students in Basic Education. The median grade equivalents on subtests of the Intermediate II Partial Battery ranged from 2.9 to 6.0. Table II presents the medians and quartiles of all Intermediate II Partial Batteries administered. Intragroup comparisons of the median grade equivalents indicate that all median grade equivalents were highest in Spelling and that 3/4 of the median grade equivalents were lowest in Language.

The grade equivalents at the third quartile are higher for Spelling than for any other subtest and 3/4 of the grade equivalents at the third quartile on the Language subtest are the lowest of all the subtests. Further intragroup camparison indicated that the grade equivalents at the first quartile are lowest in the Language subtest and highest in the Word Meaning Subtest.

Primary II Battery:

The intragroup comparisons of medians in Table III indicate that the median grade equivalents in the Science and Social Studies Concepts Subtest and in the Word Meaning Subtest are higher than the median grade equivalents on the other subtests. The median grade equivalents in the Word Study Skills Subtest

TABLE II

Median and Quartile Grade Equivalents on Subtests of the Intermediate II Partial Battery of the Stanford Achievement Test Administered to Groups in Basic Education*

Subtests of the Intermediate II Partial Battery Stanford Achievement Test	GRADE EQUIVALENTS											
	Third Quartiles				Medians				First Quartiles			
	Group I, II-A, IV	Group III	Group II-B	Group V	Group I, II-A, IV	Group III	Group II-B	Group V	Group I, II-A, IV	Group III	Group II-B	Group V
Word Meaning	6.4	6.4	6.7	6.8	4.9	5.4	5.7	4.9	4.1	4.2	4.6	3.9
Paragraph Meaning	5.3	5.6	5.7	6.0	4.3	4.2	4.4	3.8	3.4	3.6	3.6	2.8
Spelling	7.2	7.8	7.5	7.7	5.4	5.6	6.0	5.4	3.6	3.8	3.8	3.1
Language	5.1	5.9	3.2	5.8	3.8	4.1	2.9	3.7	3.1	2.9	2.4	2.5
Arithmetic Computation	5.9	3.8	6.6	6.8	4.8	3.5	5.9	4.8	3.7	3.3	3.7	3.3
Arithmetic Concepts	5.6	5.2	6.1	6.5	4.6	4.9	5.4	4.6	4.0	3.6	4.4	3.1
Arithmetic Applications	6.1	4.9	4.2	6.8	5.1	4.2	3.4	4.4	4.2	3.6	2.9	3.1

* Additional data for subgroups presented in this table are presented in Appendices F-1 and F-2.

TABLE III

Median and Quartile Grade Equivalents on Subtests of the Primary II Battery of the Stanford Achievement Test Administered to Group II-A and II-B *

Subtests of the Primary II Battery, Stanford Achievement Test	GRADE EQUIVALENTS					
	Third Quartiles		Medians		First Quartiles	
	Group II-A	Group II-B	Group II-A	Group II-B	Group II-A	Group II-B
Word Meaning	5.7	5.7	4.2	4.4	2.6	2.1
Paragraph Meaning	4.4	4.0	3.2	3.4	2.4	2.0
Spelling	4.4	**	3.8	**	3.4	**
Word Study Skills	2.1	2.5	1.8	1.9	1.6	1.4
Langunge	3.9	3.8	2.8	2.8	2.2	2.3
Arithmetic Computation	5.3	5.1	3.9	4.3	3.0	2.7
Arithmetic Concepts	4.7	4.5	4.2	3.8	2.6	2.4
Science/Social Studies Concepts	5.8	4.8	5.1	4.3	3.1	2.9

* Additional data for subgroups presented in this table are presented in Appendices F-3 and F-4.

**Spelling Subtest was not administered.

are the lowest of all the median grade equivalents. The grade equivalents at the first quartile and the third quartile are the highest in the Science and Social Studies Concepts subtest and the Word Meaning subtest and the lowest in the Word Study Skills subtest.

Basic Education Classes

Teacher Rating Scales:

Table IV summarizes teacher ratings of students' progress in Basic Education. Teachers rated 29% to 49% of their students as having made "Good Progress" and 20% to 40% as having made "Fair Progress" in subject areas. Although ratings of "Good Progress," and "Fair Progress" outnumber "Excellent Progress" and "No Progress," the combined ratings of "Excellent" and "Good Progress" indicate 41% to 55% of the students have made better than "Fair Progress" in learning skills.

The combined percents of students who were rated as making "Good Progress" or "Excellent Progress" in "Motivation for Improvement," "Self-confidence," and "Positive Self-evaluation" ranged from 57% to 65%. "Good Progress" and "Excellent Progress" were more frequently rated in these areas than in the skill areas.

Teachers were requested to use the category, "Insufficient Information," when they rated students who had recently enrolled, and students who were not attending the class dealing with the area of the curriculum being rated. The thirty-two percent of students for whom there was insufficient information about progress in Social Sciences presents another consideration. Study in Social Sciences was combined with learning basic skills and afforded the teacher fewer indications of progress. Therefore, Social Sciences were frequently rated "Insufficient Information."

The data in Table V indicate 6% to 9% of the students received "Excellent" ratings and 32% to 41% of the students were rated "Satisfactory" in skills needed to complete an employment application, write an experience resumé, obtain a job reference, and to present themselves appropriately in the interview situation.

Teachers rated 9% to 15% of their students as "Excellent" and 63% to 72% of their students as "Satisfactory" in their ability to understand and follow oral directions, to perform rapidly, and to maintain attention to the task.

Student Questionnaires:

The data in Table VI indicate that 65% to 100% of the students rated their work as either "Very Helpful" or "Somewhat Helpful." Arithmetic was rated by 13% of the students as of "Little Help." The students (22%) who did not rate arithmetic were enrolled in the reading and writing class of Basic Education and were not enrolled in the arithmetic class.

The relatively small percent of students (41%) attributing helpfulness to Social Science instruction may be a reflection of the 15% of students who did not respond to the item. Social Science instruction was integrated with reading and writing lessons. Explanation, discussion and demonstration were techniques of instruction. The percent of students not responding to the item would tend to support the interpretation that students had difficulty in identifying progress specifically attributable to Social Science instruction. Furthermore, rating progress as a result of participation in discussion is not an easily accomplished task.

The data in Table VII indicate that less than 11% of the students rated their work as either "Too Easy" or "Too Difficult." More than 50% of the students rated their work in the combined categories, "Easy" and "Not Easy or Difficult." Speaking and writing were most frequently rated as difficult subjects. The ratings for arithmetic and social sciences were omitted by 15% and 20% of the students, respectively. The reasons for omission, stated above in the discussion of degrees of helpfulness, would apply to the omission of ratings of degree of difficulty.

Table VIII summarizes the student ratings of the degree of improvement in achieving vocational independence and functioning as a member of the community. More than half of the students indicated the maximum degree of improvement, when they rated amount learned, enjoyment of reading, acting in an interview, planning a budget, and helping their families. Less than half, 13% to 33% of the students, indicated maximum improvement in doing better on tests, answering applications for a job, and finding a job. However, most of the students indicated improvement in these areas as "Somewhat better."

Follow-up Questionnaire:

Questionnaires were mailed to 204 former students in Basic Education Classes. Eighty-four questionnaires were returned. The data indicating number and percent of responses are presented in Table IX.

Study in Basic Education Classes was rated by 84% of the former students as "Very Helpful." The majority (67%) of the former students rated "All Subjects" as helpful. The program would be recommended by 96% of the former students to other adults seeking help.

Twenty-seven percent of the former students are employed and another 19% are looking for employment. The fifty-five percent of former students not employed may be explained in part by the predominant enrollment of women in class. Many of the women participating in the program had taken part mainly to improve personal skills rather than to develop employment skills.

Thirty-three percent of the former students are continuing their education. A few students (12%) continued in Basic Education Classes. Growth in learning may be noted in the 13% of students who have enrolled in one or more high school classes and the 10% who have enrolled in typing, bookkeeping, etc.. Schools that were frequently attended were the Adult Day School and the Laney Campus of the Peralta Junior College District.

English for Foreign Speaking Classes

Teacher Rating Scale:

The data in Table X indicate 26% to 43% of the students made "Excellent Progress" and 18% to 49% made "Good Progress" in learning skills in English. The combined ratings of "Good Progress" and "Excellent Progress" indicate 54% to 80% of the students had made better than "Fair Progress" or "No Progress" in learning skills in English. Twenty-three percent of the students had not developed sufficient skills in English to be rated in "Reading Comprehension."

The combined percents of students making "Good Progress" and "Excellent Progress" in "Motivation for Improvement" and "Self-confidence" were 67% and 68% respectively. Fewer students (42%) were rated as making "Excellent Progress" or "Good Progress" in "Positive Self-evaluation," but this small percentage

TABLE IV

Number and Percent of Teacher Ratings of Student Progress In Academic Skills, Motivation, Self-Confidence and Self-Evaluation

Basic Education Classes

AREAS RATED		DEGREES OF PROGRESS									
		Excellent Progress		Good Progress		Fair Progress		No Progress		Insufficient Information	
	N	N	%	N	%	N	%	N	%	N	%
Reading	65	4	6	32	49	20	31	0	0	9	14
Oral Language	65	5	8	26	40	24	37	0	0	10	15
Written Language	65	8	12	19	29	26	40	1	2	11	17
Spelling	65	5	8	25	38	21	32	2	3	12	18
Social Science	65	9	14	20	31	14	21	1	2	21	32
Arithmetic	65	15	23	20	31	13	20	0	0	17	26
Motivation for Improvement	65	11	17	31	48	19	29	0	0	4	6
Self-confidence	65	8	12	31	48	22	34	0	0	4	6
Positive Self-confidence	65	9	14	28	43	23	35	1	2	4	6

TABLE V

Number and Percent of Teacher Ratings of Students' Skills in Applying for Employment and Preparing for Vocational Tests:

Basic Education Classes

AREAS RATED		EXCELLENT		SATISFACTORY		NOT SATISFACTORY		INSUFFICIENT INFORMATION	
	N	N	%	N	%	N	%	N	%
APPLICATION FOR EMPLOYMENT:									
Completing Employment Applications	65	4	6	27	41	3	5	31	48
Writing Experience Resumés	65	6	9	21	32	7	11	31	48
Obtaining Job References	65	5	8	24	37	5	8	31	48
Behaving in the Interview	65	5	8	25	38	3	5	32	49
PREPARATION FOR VOCATIONAL TESTS:									
Understands Oral Directions	65	8	12	44	68	7	11	6	9
Follows Directions	65	10	15	41	63	8	12	6	9
Understands Speed in Timed Tests	65	6	9	47	72	5	8	7	11
Maintains Attention to Task	65	9	14	45	69	5	8	6	9

TABLE VI

Number and Percent of Student Ratings on Degree of Helpfulness of Subjects in Basic Education

AREAS RATED		DEGREES OF HELPFULNESS									
		Very Helpful		Somewhat Helpful		Little Help		No Help		No Response	
	N	N	%	N	%	N	%	N	%	N	%
Reading	32	28	88	4	12	0	0	0	0	0	0
Speaking	32	19	59	12	38	0	0	0	0	1	3
Writing	32	19	59	11	35	2	6	0	0	0	0
Spelling	32	22	69	8	25	1	3	0	0	1	3
Social Sciences	32	13	41	13	41	1	3	0	0	5	15
Arithmetic	32	20	62	1	3	4	13	0	0	7	22

TABLE VII

Number and Percent of Student Ratings on Degree of Difficulty of Subjects in Basic Education

AREAS RATED		DEGREES OF DIFFICULTY											
		Too Easy		Easy		Not Easy or Difficult		Difficult		Too Difficult		No Response	
	N	N	%	N	%	N	%	N	%	N	%	N	%
Reading	32	3	10	11	34	16	50	2	6	0	0	0	0
Speaking	32	2	6	8	25	12	37	7	23	0	0	3	9
Writing	32	1	3	6	19	18	56	4	13	1	3	2	6
Spelling	32	2	6	9	28	15	47	2	6	3	10	1	3
Social Science	32	2	6	9	28	9	28	2	6	1	3	9	28
Arithmetic	32	0	0	7	23	16	50	2	6	2	6	5	15

TABLE VIII

Number and Percent of Student Ratings of the Degree of Improvement in Achieving Vocational Independence and Functioning as a Member of the Community:

Basic Education Classes

AREAS RATED		DEGREES OF IMPROVEMENT				
	N	N %	N %	N %	N %	N %
I think I have learned.	30	20 67 great deal	8 26 fair amount	2 7 little bit	0 0 nothing	0 0 no response
I seem to enjoy reading more.	30	17 57 much more	8 26 somewhat more	5 17 little more	0 0 not at all	0 0 no response
I know how to act in an interview.	30	20 67 much better	6 20 somewhat better	3 10 little better	1 3 not at all	0 0 no response
I can do better on tests.	30	9 30 much better	14 47 somewhat better	6 20 little better	0 0 not at all	1 3 no response
I can answer an application for a job.	27*	9 33 much better	13 48 somewhat better	5 19 little better	0 0 not at all	0 0 no response
I can find a job.	30	4 13 much better	13 43 somewhat better	4 13 little better	1 3 not at all	8 27 no response
I can plan a budget.	30	16 53 much better	8 27 somewhat better	1 3 little better	2 7 not at all	3 10 no response
I can help my family.	30	16 53 much better	8 27 somewhat better	3 10 little better	1 3 not at all	2 7 no response

* The number of students responding to this item is less because 3 students did not follow directions.

TABLE IX

Number and Percent of Student Responses to Items in the Follow-up Questionnaire:

Basic Education Classes

QUESTIONS	N*	RESPONSES
Did you think your work in Basic Education Classes was helpful?	81	68 (84%) very helpful; 9 (11%) somewhat helpful; 3 (4%) little help; 1 (1%) no help
What part was most helpful to you?	82	6 (8%) Reading; 14 (17%) Mathematics; 2 (2%) Social Sciences; 3 (4%) English; 2 (2%) Spelling; 0 None of the subjects; 55 (67%) All subjects
If someone were to ask you where to get help in learning school subjects, would you tell them about the Adult Day School?	81	78 (96%) yes; 0 no; 3 (4%) I don't know
Are you working now?	82	22 (27%) yes; 15 (19%) looking for a job; 45 (55%) no
Are you attending any school now?	79	26 (33%) yes; 20 (25%) I would like to go; 33 (42%) no
Tell what classes you are taking, if you are going to school.	84	10 (12%) Basic Education; 6 (7%) Typing, bookkeeping, etc.; 13 (15%) One or more high school subjects; 2 (2%) Cosmetology

* The number of students responding to each item differs because some students did not follow directions.

may be a reflection of the 36% of the students for whom there was insufficient information. These students may have had such minimal skills in communication that the teachers were unable to rate the degree of progress.

A comparison of the percentages of students rated as making "Fair Progress" in the three areas, "Motivation for Improvement," "Self-confidence" and "Positive Self-evaluation," indicates a substantially higher percent (30%) in the area "Self-confidence." Teacher ratings indicate that"Self-confidence" is less rapidly developed than is"Motivation for improvement"or"Positive Self-evaluation."

The data in Table XI suggest that less than 1/3 of the students have satisfactorily learned skills required in completing various forms of applications for employment. No students were rated as "Not Satisfactory." Teachers believe they had insufficient information to rate 73% to 76% of the students.

There were 93% to 94% of the students who were rated "Excellent" or "Satisfactory" in understanding and following directions and in maintaining attention to the task. Teachers believed they had insufficient information to rate 52% of the students on the degree to which they understood speed in timed tests.

Student Rating Scale:

A range of 80% to 89% of the students rated their study of skills related to speaking, understanding, reading and writing English in the combined categories of "Very Helpful" and "Somewhat Helpful." Citizenship was rated by 36% of the students as of "Little Help" to "No Help." This area may have lesser ratings in helpfulness, because many students had already acquired citizenship before taking the class.

The data in Table XIII indicate that less than 10% of the students in English Class rated their study of skills as "Too Easy" or "Too Difficult," in English, but in the combined categories of "Easy" and "Not Easy or Difficult" there were 86% to 89% of the student ratings. Citizenship was not rated by 18% of the students. This area may have been omitted, because it was not an emphasized area of study.

The data in Table XIV present the student ratings of degree of improvement in achieving vocational independence and in functioning as a member of the community. Eight to fifty percent of the students indicated maximum improvement. However, 44% to 78% of the students rated improvement at the combined two highest degrees. The items, acting in an interview, applying for a job, and finding a job were omitted by 19% to 24% of the students who thought the items did not apply to their goals.

Follow-up Questionnaires:

Questionnaires were sent to 196 former students in English for Foreign Speaking Classes. Eighty-five questionnaires were returned.

The questionnaires (43%) that were returned indicated 80% of all the students evaluated their work as "Very Helpful." Fifty-four percent rated "All Subjects" as most helpful and 94% of the students would recommend the program to other adults. Data are presented in Table XV.

TABLE X

Number and Percent of Teacher Ratings of Student Progress in Skills in English, Motivation, Self-Confidence, and Self-Evaluation:

English for Foreign Speaking Class

AREAS RATED		DEGREES OF PROGRESS									
		Excellent Progress		Good Progress		Fair Progress		No Progress		Insufficient Information	
	N	N	%	N	%	N	%	N	%	N	%
Learning Words in English	90	30	33	40	44	18	20	2	2	0	0
Speaking clearly and understandably	90	23	26	44	49	21	23	2	2	0	0
Speaking in sentences	90	35	39	26	29	24	27	5	5	0	0
Reading Comprehension	90	25	28	23	26	21	23	0	0	21	23
Understanding Spoken English	90	36	40	36	40	14	15	4	4	0	0
Writing English	90	35	39	27	30	25	28	3	3	0	0
Understanding Rules of Grammar	90	39	43	17	18	27	30	6	7	1	1
Motivation for Improvement	90	43	48	17	19	5	5	1	1	24	27
Self-confidence	90	36	40	25	28	27	30	2	2	0	0
Positive Self-evaluation	90	22	24	16	18	17	19	3	3	32	36

TABLE XI

Number and Percent of Teacher Ratings of Students' Skills in Applying for Employment and Preparing for Vocational Tests:

English for Foreign Speaking Classes

AREAS RATED		EXCELLENT		SATISFACTORY		NOT SATISFACTORY		INSUFFICIENT INFORMATION	
	N	N	%	N	%	N	%	N	%
APPLICATION FOR EMPLOYMENT:									
Completing Employment Applications	89	15	17	9	10	0	0	65	73
Writing Experience Resumés	89	13	15	8	9	0	0	68	76
Obtaining Job References	89	14	16	7	8	0	0	68	76
Behaving in the Interview	89	18	20	4	4	0	0	67	75
PREPARATION FOR VOCATIONAL TESTS:									
Understands Oral Directions	89	48	54	35	39	6	7	0	0
Follows Directions	89	54	60	30	34	5	6	0	0
Understands Speed in Timed Tests	89	26	29	15	17	2	2	46	52
Maintains Attention to Task	89	60	67	24	27	5	6	0	0

TABLE XII

Number and Percent of Student Ratings on Degree of Helpfulness of Skills in English for Foreign Speaking Class

AREAS RATED		DEGREES OF HELPFULNESS									
		Very Helpful		Somewhat Helpful		Little Help		No Help		No Response	
	N	N	%	N	%	N	%	N	%	N	%
Reading	56	29	52	21	37	5	9	1	2	0	0
Speaking	56	26	46	19	34	10	18	1	2	0	0
Writing	56	27	48	20	36	8	14	1	2	0	0
Understanding Spoken English	56	30	54	16	28	9	16	1	2	0	0
Citizenship	56	23	41	7	13	17	31	3	5	6	10

TABLE XIII

Number and Percent of Student Ratings on Degree of Difficulty of Skills in English for Foreign Speaking Class

AREAS RATED		DEGREES OF DIFFICULTY											
		Too Easy		Easy		Not Easy or Difficult		Difficult		Too Difficult		No Response	
	N	N	%	N	%	N	%	N	%	N	%	N	%
Reading	56	4	7	19	34	31	55	2	4	0	0	0	0
Speaking	56	1	2	13	23	37	66	4	7	1	2	0	0
Writing	56	2	4	19	34	29	52	6	11	0	0	0	0
Understanding Spoken English	56	1	2	19	34	31	55	2	4	3	5	0	0
Citizenship	56	5	9	22	39	16	28	2	4	1	2	10	18

TABLE XIV

Number and Percent of Student Ratings of the Degree of Improvement in Achieving Vocational Independence and Functioning as a Member of the Community

English for Foreign Speaking Classes

AREAS RATED	N*	DEGREES OF IMPROVEMENT				
		N %	N %	N %	N %	N %
I think I have learned.	53	26 50 great deal	15 28 fair amount	12 22 little bit	0 0 nothing	0 0 no response
When I say something, people ask me to repeat.	53	4 8 hardly ever	32 60 sometimes	8 15 often	4 8 very often	5 9 no response
I seem to enjoy reading more.	53	23 43 much more	12 23 somewhat more	17 32 little more	0 0 not at all	1 2 no response
I know how to act in an interview.	51	17 33 much more	10 20 somewhat better	8 16 little better	5 10 not at all	11 21 no response
I can do better on tests.	51	18 35 much better	24 41 somewhat better	10 20 little better	2 4 not at all	0 0 no response
I can answer an application for a job.	52	16 31 much better	11 21 somewhat better	13 25 little better	2 4 not at all	10 19 no response
I can find a job.	50	13 26 much better	9 18 somewhat better	13 26 little better	3 6 not at all	12 24 no response
I can help my family.	52	25 48 much better	4 8 somewhat better	13 25 little better	3 6 not at all	7 13 no response

* The number of students responding to each item differs because some students did not follow directions.

TABLE XV

Number and Percent of Student Responses to Items in the Follow-up Questionnaire:

English for Foreign Speaking

QUESTIONS	N*	RESPONSES
Did you think your work in English for Foreign Speaking Class was helpful?	82	66 (80%) very helpful; 7 (9%) somewhat helpful; 8 (10%) little help; 1 (1%) no help
What part was most helpful to you?	72	6 (8%) Reading; 10 (14%) Speaking; 4 (6%) Writing; 12 (17%) Understanding Spoken English; 39 (54%) All subjects; 1 (1%) None of the subjects
If someone were to ask you where to get help in learning English, would you tell them about the Adult Day School?	84	79 (94%) yes; 0 no; 5 (6%) I don't know
Are you working now?	81	25 (31%) yes; 15 (19%) looking for work; 41 (51%) no
Are you attending any school now?	79	44 (56%) yes; 13 (16%) would like to go; 22 (27%) no
If you are going to school, please tell what classes you are taking.	85	16 (18%) English for Foreign Speaking; 10 (11%) Typing, etc.; 29 (34%) One or more high school subjects; 4 (5%) Cosmetology

* The number of students responding to each item differs because some students did not follow directions.

The fifty-one percent of former students who were not working, must be evaluated in terms of the great number of women enrolled in the classes. The majority (56%) of the students were attending school. A few students (18%) re-enrolled in English for Foreign Speaking Classes, but twice as many students (34%) had enrolled in one or more high school classes.

Former students often attended the Adult Day School for continued study. They also attended San Leandro Adult School, Oakland Evening High School, Mc Kinley High School, and Laney Campus of the Peralta Junior College.

Appraisal of Experiences

Appendix G contains a list of selected statements of students. The majority of the compositions were complimentary and appreciative. They indicated estimations of good progress in the direction of well formulated goals. Students criticisms of the program centered on the need for increased individual participation and additional provision for levels of ability.

Anectodal Descriptions of Selected Students

The descriptions of a selected sample of students who had participated in the program are presented in Appendix H. The sample is admittedly representative of students who believed they had profited greatly from participation in the program. Those students who believed they had made many improvements were more communicative and willing to express their feelings than students who were unhappy or disappointed.

DISCUSSION

The objectives of the Basic Education Program are broad. They include not only instruction in the fundamental skills of reading, writing, speaking, and arithmetic, but also guidance for adults to develop full utilization of their abilities in their occupations and in their daily living.

Fundamentals in reading, writing, and arithmetic were measured by standardized tests. The standardized test scores are descriptive of the achievements of the students at the time of test administration. Test data should not be interpreted as indications of level of achievement at the beginning of class nor level of achievement attained as a result of the class. The adults who took the tests had varied amounts of experience in the program. A number of students, who had made substantial progress, had left for jobs or were enrolled in high school classes and, therefore, were not tested.

The interpretation of the test data must also take into account the age differences in the tested group and the group for which the test was standardized. The norms for the test were standardized on elementary school aged children.

The students in Basic Education Classes may be described as adults whose performance on the Stanford Achievement Test simulated the level of achievement of an average third to fifth grade student in elementary school. Students in the Introductory Stage of Basic Education Classes demonstrate their greatest proficiency in Science and Social Studies Concepts, and Word Meanings Subtests, and their greatest deficiency in the Word Study Skills Subtest. Students in the Elementary Stage of Basic Education demonstrate their greatest proficiency in subtests measuring Spelling Skills, and their greatest deficiency in Language Skills.

Since test data provided an inadequate indication of student growth, teachers were asked to rate the progress they had observed. Teachers of English for Foreign Speaking Classes observed good or excellent progress in the majority (54% to 80%) of their students' work. They noted greater progress in the skill areas than in self-confidence and self-evaluation.

Teachers in Basic Education indicated 41% to 55% of the students made good or excellent progress in learning skills. They indicated progress in motivation, self-confidence and self-evaluation, was slightly greater than progress in learning skills.

It should be called to the attention of the reader that the majority of the Basic Education ratings were made by one teacher. The other teacher of Basic Education Classes rated progress in arithmetic for ten students and all areas for ten additional students. Most of the students of the second teacher had been shifted to the first teacher's class, because of drops in enrollment. Therefore, the second teacher, having access to more frequent and more recent observations, was responsible for the ratings. Because of the many limitations inherent in the use of evaluative ratings, results from only one rater must be interpreted with a considerable degree of caution.

Evidence of the motivation and involvement of students is found in the preponderance of teacher ratings indicating good to excellent progress, and is confirmed by the students' positive evaluation of the helpfulness of the program. Most students indicated their work as a whole, had been helpful and of moderate difficulty.

Spelling was rated as a skill of greatest helpfulness. This rating of spelling as very helpful was confirmed by the test data. On the standardized test, the spelling subtest had the highest median scores for all groups tested on the Intermediate Battery.

The results indicate that achieving vocational independence; i.e., locating and maintaining a job with a minimum of guidance, will continue to present problems for half of the students. Teachers report difficulties, in completing application forms, in writing resumés, and obtaining job references persist. Student ratings of degree of difficulty confirm these findings by indicating writing as one of the more difficult subjects. Fewer percents of students report maximum improvement for the items, "I know how to act in an interview," "I can do better on tests," "I can answer an application for a job," and "I can find a job."

Students rate a great deal of improvement in amount of reading, amount of learning, helping their families, planning budgets. Such improvements may help the student to better function as a citizen in the community. Finally, the biographies of the students' experiences in class indicate that the majority of students have formulated a goal they intend to reach. They have noted handicaps in specific areas and are motivated to devote effort to improve. Most students believe they have made progress, a few are dissatisfied that they are not progressing as rapidly as they wanted. Most students would like to continue improving their skills. The attitudes and feelings of the adult students as a whole were most aptly expressed in one student's biography when he stated, "However, I manage to push on in spite of my handicaps."

Joy B. Richardson
Teacher on Special Assignment
Research Department

Approved
Alden W. Badal
Director of Research
6/8/66

JBR:kfc

Basic Education
Teacher Rating Scale

Student's Name_____

Rate the student's progress in each of the categories listed below.
Place a check mark to indicate the degree of progress.

	Excellent Progress	Good Progress	Fair Progress	No Progress	Insufficient Information
Reading					
Oral Language					
Written Language					
Spelling					
Social Science					
Arithmetic					
Motivation for Improvement					
Self-confidence					
Positive Self-evaluation					

Basic Education
Teacher Rating Scale

Student's Name_____

Rating Scale:

Excellent	E	Not Satisfactory	N
Satisfactory	S	No Information	I

Using the scale above, estimate the student's preparation in applying for employment. Circle the appropriate letter.

Completing employment applications	E	S	N	I
Writing experience resumés	E	S	N	I
Obtaining job references	E	S	N	I
Behaving in the interview	E	S	N	I

Rate the student's behaviors in test situations. Make your judgments on the basis of what you have observed during the administration of standardized tests and informal subject area tests.

Understands oral directions	E	S	N	I
Follows directions	E	S	N	I
Understands speed in timed tests	E	S	N	I
Maintains attention to task	E	S	N	I

Comments:

English for Foreign Speaking
Teacher Rating Scale

Student's Name_____

Rate the student's progress in each of the categories listed below. Place a check mark to indicate the degree of progress.

	Excellent Progress	Good Progress	Fair Progress	No Progress	Insufficient Information
Learning words in English					
Speaking clearly and understandably					
Speaking in Sentences					
Reading Comprehension					
Understanding Spoken English					
Writing English					
Understanding Rules of Grammar					
Motivation for Improvement					
Self-confidence					
Positive Self-evaluation					

English for Foreign Speaking
Teacher Rating Scale

Student's Name_____

Rating Scale:

Excellent	E	Not Satisfactory	N
Satisfactory	S	No Information	I

Using the scale above, estimate the student's preparation in applying for employment. Circle the appropriate letter.

Completing employment applications	E	S	N	I
Writing experience resumés	E	S	N	I
Obtaining job references	E	S	N	I
Behaving in the interview	E	S	N	I

Rate the student's behaviors in test situations. Make your judgments on the basis of what you have observed during the administration of standardized tests and informal subject area tests.

Understands oral directions	E	S	N	I
Follows directions	E	S	N	I
Understands speed in timed tests	E	S	N	I
Maintains attention to task	E	S	N	I

Comments:

Basic Education
Student Rating Scale

_____
Name

With your own reasons and goals in mind tell how much help your class work has been. Put X above the best answer.

READING	very helpful	somewhat helpful	little help	no help
SPEAKING	very helpful	somewhat helpful	little help	no help
WRITING	very helpful	somewhat helpful	little help	no help
SPELLING	very helpful	somewhat helpful	little help	no help
SOCIAL SCIENCES	very helpful	somewhat helpful	little help	no help
ARITHMETIC	very helpful	somewhat helpful	little help	no help

Put X above the word(s) that best tell what you thought about your work.

READING	too easy	easy	not easy or difficult	difficult	too difficult
SPEAKING	too easy	easy	not easy or difficult	difficult	too difficult
WRITING	too easy	easy	not easy or difficult	difficult	too difficult
SPELLING	too easy	easy	not easy or difficult	difficult	too difficult
SOCIAL SCIENCE	too easy	easy	not easy or difficult	difficult	too difficult
ARITHMETIC	too easy	easy	not easy or difficult	difficult	too difficult

Basic Education
Student Rating Scale

_____
Name

Place X before the best answer.

I think I have learned

_____a great deal _____a little bit

_____a fair amount _____nothing

I seem to enjoy reading more.

_____much more _____a little more

_____somewhat more _____not at all

I know how to act in an interview.

_____much better _____a little better

_____somewhat better _____not at all

I can do better on tests.

_____much better _____a little better

_____somewhat better _____no better

I can answer an application for a job.

_____much better _____a little better

_____somewhat better _____no better

I can find a job.

_____much better _____a little better

_____somewhat better _____no better

I can plan my budget.

_____much better _____a little better

_____somewhat better _____no better

I can help my family

_____much better _____a little better

_____somewhat better _____no better

English for Foreign Speaking
Student Rating Scale

_____
Name

Place X before the best answer

I think I have learned

_____a great deal _____a little bit

_____a fair amount _____nothing

When I say something, people ask me to repeat.

_____very often _____sometimes

_____often _____hardly ever

I seem to enjoy reading more.

_____much more _____a little more

_____somewhat more _____not at all

I know how to act in an interview.

_____much better _____a little better

_____somewhat better _____not at all

I can do better on tests.

_____much better _____a little better

_____somewhat better _____no better

I can answer an application for a job.

_____much better _____a little better

_____somewhat better _____no better

I can find a job.

_____much better _____a little better

_____somewhat better _____no better

I can help my family.

_____much better _____a little better

_____somewhat better _____no better

English for Foreign Speaking
Student Rating Scale

Name _____

With YOUR own reasons and goals in mind tell how much help your class work has been. Put X above the best answer.

READING	very helpful	somewhat helpful	little help	no help
SPEAKING	very helpful	somewhat helpful	little help	no help
WRITING	very helpful	somewhat helpful	little help	no help
UNDERSTANDING SPOKEN ENGLISH	very helpful	somewhat helpful	little help	no help
CITIZENSHIP	very helpful	somewhat helpful	little help	no help

Put X above the word(s) that best tell what you thought about your work.

READING	too easy	easy	not easy or difficult	difficult	too difficult
SPEAKING	too easy	easy	not easy or difficult	difficult	too difficult
WRITING	too easy	easy	not easy or difficult	difficult	too difficult
UNDERSTANDING SPOKEN ENGLISH	too easy	easy	not easy or difficult	difficult	too difficult
CITIZENSHIP	too easy	easy	not easy or difficult	difficult	too difficult

OAKLAND PUBLIC SCHOOLS

Adult Day School

QUESTION SHEET

Put X before the best answer.

1. Did you think your work in Basic Education Classes was helpful?

_____very helpful _____a little help

_____somewhat helpful _____no help

2. What part was most helpful to you?

_____Reading _____English

_____Mathematics _____Spelling

_____Social Sciences _____All Subjects

_____None of the Subjects

3. If someone were to ask you where to get help in learning school subjects, would you tell them about the Adult Day School?

_____Yes _____No _____I don't know

4. Are you working now?

_____Yes _____Looking for a job _____No

5. Are you attending any school now?

_____Yes _____I would like to go _____No

6. If you are going to school, please tell what school.

_____
School

7. Tell what classes you are taking.

_____ _____
Class Class

_____ _____
Class Class

OAKLAND PUBLIC SCHOOLS

Adult Day School

QUESTION SHEET

Put X before the best answer.

1. Did you think your work in English for Foreign Speaking Class was helpful?

_____very helpful _____a little help

_____somewhat helpful _____no help

2. What part was most helpful to you?

_____Reading _____Writing

_____Speaking _____Understanding Spoken English

_____All Subjects _____None of the Subjects

3. If someone were to ask you where to get help in learning English, would you tell them about the Adult Day School?

_____Yes _____No _____I don't know

4. Are you working now?

_____Yes _____Looking for work _____No

5. Are you attending any school now?

_____Yes _____I would like to go _____No

6. If you are going to school, please tell what school.

_____
School

7. Tell what classes you are taking.

_____ _____
Class Class

_____ _____
Class Class

TABLE A

Median and Quartile Grade Equivalents on Subtests of the Stanford Achievement Test, Intermediate II Partial Battery, Form X, Administered to Group III at the Beginning of Classes in Basic Education

	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications
Q_3	6.4	5.6	7.8	5.9	3.8	5.2	4.9
Mdn	5.4	4.2	5.6	4.1	3.5	4.9	4.2
Q_1	4.2	3.6	3.8	2.9	3.3	3.6	3.6
N	32	32	33	33	33	34	34

TABLE B

Median and Quartile Grade Equivalents on Subtests of the Stanford Achievement Test, Intermediate II Partial Battery, Form W, Administered to Groups I, II and IV at the Beginning of Classes in Basic Education

	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications
Q_3	6.9	5.3	7.2	5.1	5.9	5.6	6.1
Mdn	4.9	4.3	5.4	3.8	4.8	4.6	5.1
Q_1	4.1	3.4	3.6	3.1	3.7	4.0	4.2
N	103	103	114	118	107	111	111

TABLE C

Median and Quartile Grade Equivalents on Subtests of the Stanford Achievement Test, Intermediate II, Partial Battery, Form X, Administered to Group II* at the Termination of a Quarter in Basic Education

	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications
Q_3	6.7	5.7	7.5	3.2	6.6	6.1	4.2
Mdn	5.7	4.4	6.0	2.9	5.9	5.4	3.4
Q_1	4.6	3.6	3.8	2.4	3.7	4.4	2.9
N	37	37	44	38	42	36	36

TABLE D

Median and Quartile Grade Equivalents on Subtests of the Stanford Achievement Test, Intermediate II Partial Battery, Form W, Administered to Group I at the Termination of a Semester in Basic Education

	Word Meaning	Paragraph Meaning	Spelling	Language	Arithmetic Computation	Arithmetic Concepts	Arithmetic Applications
Q_3	6.8	6.0	7.7	5.8	6.8	6.5	6.8
Mdn	4.9	3.8	5.4	3.7	4.8	4.6	4.4
Q_1	3.9	2.8	3.1	2.5	3.3	3.1	3.1
N	30	30	30	30	30	30	30

TABLE E

Median and Quartile Grade Equivalents on Subtests of the Stanford Achievement Test, Primary II Battery, Form W, Administered to Group II^A at the Beginning of Class in Basic Education

	Word Meaning	Paragraph Meaning	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Science and Social Studies Concepts
Q_3	5.7	4.4	4.4	2.1	3.9	5.3	4.7	5.8
Mdn	4.2	3.2	3.8	1.8	2.8	3.9	4.2	5.1
Q_1	2.6	2.4	3.4	1.6	2.2	3.0	2.6	3.1
N	25	23	22	26	25	26	25	24

TABLE F

Median and Quartile Grade Equivalents on Subtests of the Stanford Achievement Test, Primary II Battery, Form X, Administered to Group II at the Termination of a Quarter in Basic Education

	Word Meaning	Paragraph Meaning	Spelling	Word Study Skills	Language	Arithmetic Computation	Arithmetic Concepts	Science and Social Studies Concepts
Q_3	5.7	4.0	*	2.5	3.8	5.1	4.5	4.8
Mdn	4.4	3.4	*	1.9	2.8	4.3	3.8	4.3
Q_1	2.1	2.0	*	1.4	2.3	2.7	2.4	2.9
N	20	21	*	23	24	25	25	21

* Spelling subtest was not administered.

Selected Comments from the Biographies of Students in the Basic Education Classes

Reasons for Taking the Class

The reason why I took Basic Education was to further my education in preparation to pass examinations to get a job.

I would like to get my 8th grade diploma and my high school diplema.

Also I can gain respect by learning.

I took the class to learn to write and read, and I've improved.

I took the class because I want to improve myself, so I can get a better job.

I came to school because it was recommended to me. I am very glad and proud of myself, because I had decided I couldn't learn.

I feel I have come a long way in a short time and have learned a lot. I am going to continue until I graduate.

I took this class because I'm planning to take nursing later.

I didn't choose this class; it was given to me, but I have learned a great deal since I've been here.

Improvements

The improvement I consider to be outstanding is my English.

I realize that before my English was terrible, but nowI would say that I've improved a lot.

I understand how to express myself, to speak and think clearly. I also learned how other people think and feel and what they too like out of life.

Basic education has done a lot for me in every way. It has made me have confidence in myself, enough to continue into a higher arithmetic class.

I have gained more understanding of what education means to me.

My school work will help me to be better in life and it also may help me to get a job later on in my life and I will be able to help my children when they need it.

My math and English has improved a great deal.

Being able to read with others has given me self-confidence.

I have learned a lot since I came to the Adult School. I have improved my spelling and reading a great deal.

Improvements - Continued

This class has helped me to pass civil service examinations and interviews.

My work in school means more than I can express.

Criticisms of Class

To improve the class there should be more debating on basic education so that we can understand how important it is to try and better your conditions.

I enjoy class discussion and class projects. Something that changes the routine.

I think I have improved, but not enough. I think if we had more individual instruction or sharper division of levels, we could get more out of it.

I think we should have more time for dictionary work.

Selected Comments from the Biographies of Students in English for Foreign Speaking Class

Reasons for Taking the Class

I came to class because I want to go to college and I need English.

I took this course as a first step to learn English and be able to speak and understand the language better.

I hope I can take a Business English Class.

The reason why I came to school is simple. I wanted to be able to speak to them, to be able to tell them my impression about California.

The only reason I came to Adult Day School was that I wanted to learn English.

In the future English might be useful to me when I get a job in my country.

When I came to this country I tried to improve fast to help myself and to enjoy better this great country.

I couldn't converse with the people because they were speaking too fast. Anyway, they couldn't understand me either because of my accent; the only way was writing.

I took the class in order to improve my English education for getting a better job.

Improvements

After a while I started reading the newspaper and magazines, but for a long time I was afraid to speak.

Although I have had good teachers, it has been difficult to understand, because I never studied this language.

I attended this class for almost seven months. Already, I believe that I learned more than I expected. Of course I could learn more, but the school is not responsible for that.

I never have the chance to learn English at home. I think it is very good for me to attend class and study how to speak and write English.

I am very happy that I have gained a lot and I have improved my knowledge of the English language. Now I can speak and understand well and I think I have become a part of life in the U.S.

But I think I still have to improve in grammar. I intend to stay in this class a little longer.

Criticisms

I think we could read aloud more frequently to help us pronounce English.

One improvement in English class would be to make the classes much smaller. Each student needs personal attention.

I would like next semester to have a little more conversation.

In my opinion the teaching is very good. I would appreciate a little more conversation.

I need a beginning class for better understanding.

If improvements of the class were to be made, I believe a teacher's helper would be a great help to many of the students who need individual help.

Anecdotal Descriptions of Selected Students

Adult A

Adult A attended Basic Education Classes for a semester. He was working until midnight and attending school during the day. Because of poor health, his attendance record shows many absences. He had to leave school much to his disappointment before the end of the semester because he got an advancement in his work. He wanted to continue with school, but he also wanted to accept the new job. He stoutly maintains he would never have been advanced without his work in Basic Education.

Adult B

Adult B had taken high school classes and had not been able to complete the classes or to receive credit for her work. She attended Basic Education Class and then attended additional high school classes. Her work is now satisfactory and she is well on her way to receiving a high school diploma.

She was most enthusiastic about her work and as a result, was able to convince her husband to enroll in evening classes. He, too, is now working for his high school diploma. The most valued consequence of work in Basic Education for Adult B was her ability to help her children with the new mathematics. Her teacher had explained the concepts of new math in class and Adult B was thrilled with her ability to understand and help her children with their school work.

Adult C

When Adult C began attending classes, her measured level of achievement was between the third and fourth grade. She began her work in the Introductory Stage of Basic Education. Her work showed steady improvement. After attending for two quarters and the summer session she was able to enroll in pre-clerical, and civil service, classes at high school level. She had begun work in typing and had advanced to the intermediate typing class. Later she was accepted for the Manpower Development Training Act Program.

When Adult C began attending school she created the impression of being unhappy and not interested in her studies. After she had attended school for several months her attitudes were vastly changed. In a mock civil service board examination she received excellent and outstanding ratings in interview mannerisms from the members of the board. Her teachers and her adviser concurred in the outstanding change of attitudes.

Adult D

Adult D was a woman in her thirties. She had attended school out-of-state. She was uncertain of her abilities and claimed she remembered nothing of her school work. She attended a Basic Education Class with the hope of becoming a nurse. After reviewing basic concepts and gaining confidence in her work, she progressed rapidly. She received her 8th grade diploma.

She was encouraged to take high school classes. She received a high school equivalency certificate after passing the General Educational

Adult D - Continued

Development Test. She applied for and was accepted in a Licensed Vocational Nurses Program. Her plans include attending college and becoming a registered nurse.

Adult F

This adult came to the Adult School on the recommendation of the Welfare Department. She had one goal in mind. She was going to be accepted by the Licensed Vocational Nurses Training Program. Her standardized test scores indicated she would need much review. She attended classes in Basic Education. She took the qualifying test several times, and eventually passed the examination successfully.

Adult G

This adult began her work in Basic Education. She continued for several months. She received her eighth grade diploma. Her initial test scores ranged from 5.6 to 7.6. The receipt of the diploma would indicate as much as five years growth in some skills. She was accepted in a clerk trainee program and will be prepared for employment as a grocery checker.

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